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ABSTRACT

This quinmester course for grades ten through twelve emphasizes major causes and symptoms of revolution, and also examines other forms of change available to society. Goals pursued throughout the course are for the student to: analyze what happens, why, and the cost of a revolution; understand "revolution as a problem-solving technique"; instill an awareness of the nature of revolutionary struggle, and the possibility that a revolution "won" may ultimately be "lost"; analyze the type of society that exists after such a restructuring. Ten units are: 1) The different levels of change within a society and the ways to differentiate between them; 2) Causes of a revolution; 3) Application of the causal theories; 4) Students' generalization from data about the primary and secondary causes of revolution; 5) Application of generalizations; 6) Examination of the resolution of revolutionary activity; 7) Students' proposal of reasons for change in direction of a revolution; 8) Examination of the aftermath of a revolution; 9) Students' proposal of reasons why the goals of a revolution were met or not met; 10) Analysis of revolution as a problem solving technique. A list of resource materials and five appendices are provided. Related documents are SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

POLITICS AND REVOLUTION

6448.19
6414.10

SOCIAL STUDIES

DIVISION OF INSTRUCTION • 1971

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POLITICS AND REVOLUTION

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Written by Joan Heggy

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: ALTHOUGH FOCUSING PRIMARILY ON REVOLUTIONARY CHANGE, THIS COURSE ALSO EXAMINES OTHER FORMS OF CHANGE AVAILABLE TO A SOCIETY. THIS PROVIDES SOME GROUNDWORK FOR THE NEXT STEP - TO SUGGEST BOTH PHILOSOPHICAL AND PRACTICAL REASONS WHY A PORTION OF A SOCIETY WOULD UNDERTAKE SUCH A DRASTIC STEP AS REVOLUTION. WHILE THE CLASS AS A UNIT INQUIRES INTO THE CAUSES, RESOLUTION, AND AFTERMATH OF THE RUSSIAN REVOLUTION, THE STUDENTS WILL ALSO MAKE HYPOTHESES ABOUT REVOLUTIONS IN GENERAL, BASED ON CONCURRENT STUDIES OF OTHER EXAMPLES.

GRADE LEVEL: 10-12

COURSE STATUS: ELECTIVE - FULFILLS THE REQUIREMENT FOR POLITICAL STUDIES.

INDICATORS OF SUCCESS: NONE

COURSE RATIONALE: THE WORD REVOLUTION HAS BEEN SO COMMERCIALIZED AND GLAMORIZED IN OUR "EXPRESS YOURSELF" CULTURE THAT OUR STUDENTS MUST SURELY FAIL TO APPRECIATE THE SCARRING EFFECT OF EVEN THE MOST SUCCESSFUL, WILL-INTENTIONED REVOLUTION. BY UNDERTAKING AN IN-DEPTH STUDY OF THE AFTERMATH AS WELL AS THE CAUSES OF A REVOLUTION, THIS COURSE IS DESIGNED TO INSTILL AN AWARENESS OF THE FOLLOWING: THE DELICATE NATURE OF REVOLUTIONARY STRUGGLE, THE POSSIBILITY THAT A REVOLUTION "WON" MAY ULTIMATELY BE "LOST," AND THE NEED TO CONSIDER REVOLUTION AS ONE OF MANY PROBLEM-SOLVING TECHNIQUES.

GOALS:

1) THE STUDENTS WILL EXAMINE DIFFERENT LEVELS OF CHANGE IN A SOCIETY AND DIFFERENTIATE AMONG THEM.

2) THE STUDENTS WILL GENERALIZE FROM DATA ABOUT THE CAUSES OF A POLITICAL REVOLUTION.

3) THE STUDENTS WILL IDENTIFY REVOLUTIONARY ACTIVITY IN A GIVEN COUNTRY AND PREDICT THE OUTCOME.

4) USING SELECTED EXAMPLES, THE STUDENTS WILL EXAMINE THE RESOLUTION AND AFTERMATH OF REVOLUTIONS, AND PROPOSE REASONS WHY THE GOALS OF THE REVOLUTION WERE MET OR NOT MET.

5) THE STUDENTS WILL CRITICALLY DISCUSS "REVOLUTION AS A PROBLEM-SOLVING TECHNIQUE."

COURSE OUTLINE:

I. The different levels of change within a society and the ways to differentiate between them.

   A. Evolutionary change within a system
   B. Evolutionary change of a system
   C. The coup d'etat
   D. The rebellion
   E. Revolution

II. Causes of a revolution.

   A. The philosophers of revolution.
   B. Revolutionary literature.
   C. Theories of revolution.

      1. Karl Marx, The Communist Manifesto.
      2. Chalmers Johnson, Revolutionary Change.
      3. Crane Brinton, The Anatomy of Revolution.

III. Application of the causal theories.

   A. To the Russian Revolution.
   B. To revolutions selected for individual or group study.

IV. Students generalize from data about the primary and secondary causes of revolution.

V. Application of generalizations (IV.).

   A. Identification of revolutionary activity in a given nation.

VI. Examination of the resolution of revolutionary activity.

   A. In Russia.
   B. In countries selected for individual or group study.

VII. Students propose reasons for change in direction of a revolution.

VIII. Examination of the aftermath of a revolution.

   A. In the USSR.
   B. In countries selected for individual and group study.

IX. Students propose reasons why the goals of a revolution were met or not met.

X. Analyzation of revolution as a problem-solving technique.

GOAL 1: EXAMINE DIFFERENT LEVELS OF CHANGE IN A SOCIETY AND DIFFERENTIATE AMONG THEM.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
DEGREES OF CHANGE IN A SOCIETY Note to teacher: Some students may sign up for this course thinking they are going to learn "how-to-do-it." Remind them that this is not a vocational course; rather than "how-to," it stresses what happens, Why, and what cost.	The students will examine different levels of change in a society and differentiate between them.	1. From a list compiled by the teacher, students can pick out situations they think are illustrative of revolutionary activity. They should also explain rejections as well as selections in order to work toward a tentative definition of "revolution." Examples of items that could be placed on this list are: a. Voting to amend the Constitution. b. A group of generals taking over a nation's executive, legislative, and judicial power centers. c. Guerilla warfare in all the cities and population centers of a given nation. 2. (Alternate or supplement to #1). List on board the answers to this question: "If you were observing a full-scale revolution, what types of activity would you see?" Proceed with formulation of tentative definition, as in #1. 3. Ask students to list all possible forms of reaction against a school administration distasteful to them. If done on board, ask students to complete this activity individually. Ask them to list in order of "mild to extreme" the original list of possible forms of reaction. Have several students read their lists and defend their order of listing. A consensus is not necessary here - only a recognition of the subtle degrees of change possible in a given situation. 4. The following activities enable the students to inductively arrive at a categorical definition of levels of societal change. The teacher can choose from the suggested activities for each category (or add some), ask the students to find a common denominator in the activities presented, and then reformulate the common denominator into a definition in the following categories in the following order: (1) evolutionary change <u>within</u> a system (2) evolutionary change <u>of</u> a system (3) Coup d'etat (4) rebellion (5) revolution.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Evolutionary change within a system. Suggested activities: (1) Many Screen News Digest films are good for this, for instance Vol. 7, Is. 4 on the 1964 presidential election, etc. or Vol. 6, Is. 5 on the Kennedy assassination (2) Students read selection from Comparative Political Systems, ed. Edwin Fenton, entitled "The Day Kennedy Died," p. 96. (3) From set of acetates entitled Major Supreme Court Decisions, students view acetates on controversial Court decisions (Example, civil rights or rights of alleged criminals). (4) Prepare handout of any or all of the following selections from The Human Adventure: Readings in World History: (a) "The Chartists Present a Petition to the House of Commons," pp. 17-19. (b) "The Objects and Methods of the Fabian Society," pp. 20-22. (c) Improvement in the condition of the British Working Class," pp. 22-25 (5) Show film entitled "English History: 19th Century Reforms." (6) Teacher presents example of any current event illustrating the definition to be applied to this category. Begin discussion at this point (do the same with all subsequent categories). For openers, the teacher could ask, "Can you detect something similar about all these examples?" (Not that in this first example, evolutionary change is not necessarily synonomous with peaceful change.) b. Evolutionary change of a system. Suggested activities: (1) Students read from any conventional history or government text about reasons for the Constitutional Convention. (2) Prepare handout about transition from 4th to 5th French Republic. You can take short excerpts from pp. 90-93, In Search of France, Center for International Affairs (Harvard)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(3) Show film entitled "English History: Restoration and the Glorious Revolution" (4) Florida voters approval of 1968 constitution - excerpt from newspaper article can be written on board. (5) Show "Screen News Digest Vo. 5, Is. 9" on return of Degaulle, 1958. Discussion to arrive at a definition of the level of change. c. The Coup d'etat. Suggested activities: (1) Students read handout of excerpts from "The Men Who Tried to KILL Hitler," Look, 12/15/64. (2) Teacher can prepare handout of news story describing a coup (examples: any in Latin America, Greece, Vietnam - demise of Diem, Uganda '71, Indonesia - Sukarno to Suharto, Cambodia - Sihanouk to Lon Nol, Turkey '71 (attempt in Egypt '71). Readers Guide the best source for this handout material. (3) Ask if any students viewed the movie, "Z." If so, discuss plot of the movie. (4) With any luck, there may be a current coup in the news. If so, ask, "Does anyone know what is happening in X?" Discussion to arrive at a definition of the level of change. (Note: the discussion should elicit the idea that the coup is only directed toward one level of national life.) d. The rebellion. This category may present some difficulty to certain lower-ability students, as they may see no difference between a rebellion and a revolution. This should be taken into account in subsequent evaluations. A good definition of rebellion is found on p. 136, Revolutionary Change, Johnson, Chalmers. Suggested activities: (1) Prepare handout on the two readings about the Taiping Rebellion, p. 84, in The Human Adventure: Readings in World History. (2) Read (in first person) "'Bloody Sunday' and the First Great Russian Revolution," p. 102, The USSR and Communism: Source Readings and Interpretations or prepare handout on "Bloody Sunday," entitled "The Opening Shots," p. 163, Russia: Selected Readings, (note: 1905 situation can be used later to illustrate

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		rebellion as first step to revolution) (3) Students report on the following rebellions: (a) Jacquerie (France - 1358) (b) Pugachev Revolt (Russia - 1773-75) (c) Tibetan Rebellion - 1959 (d) Hungarian Revolt - 1956 (e) Czechoslavakia - 1968-69 (f) Sepoy Rebellion (India -1857) Discussion to arrive at the definition of the level of change. e. The revolution. Suggested activities: (1) Show film entitled "English History: Absolutism and Civil War." (2) Teacher or student reads excerpts from Dr.Zhivago (from passages dealing with cataclysmic nature of the Russian Revolution). (3) Teacher or student reads "Settling Accounts in Long Bow," in pamphlet Communist China. Some schools have class sets of these pamphlets. (4) Prepare handouts on one or both of the following readings on the revolutions of 1848 in The Human Adventure: Readings in World History; "The Paris Workers in Revolt - June 1848 " p. 12 or "The Revolution of 1848 in Berlin," p.15. Discussion to arrive at a definition of the level of change. 5. Some culminating activities for objective: a. Students write a report on an example of Categories A-D (omit revolutions) or bring in a newspaper clipping to illustrate such an example. They should be able to correctly match the example with the corresponding level of societal change. b. For discussion: Ask students to read any description of the Industrial Revolution and explain why the word "revolution" is used in this context. For better students, I would suggest Peter Laslett's "The world we have lost," Man Alone, p. 86, for a scholarly, yet interesting article on the Industrial Revolution.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. Assign a book report on Robert Ruark's Something of Value (story of Mau Mau uprising.) d. Teacher lists a variety of current situations. Students place these situations in their proper category and defend placement.

GOAL 2: GENERALIZE FROM DATA ABOUT THE CAUSES OF A POLITICAL REVOLUTION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE WHY OF A REVOLUTION	The students will suggest reasons for a revolution. (See Appendix A.)	1. Review the definition of a revolution (as agreed upon by the class in the previous section.) 2. Ask the class to list all possible reasons for fomenting revolutionary activity. List these reasons on the board and discuss them to identify those which the class agrees upon. 3. (Alternate activity to #2). Each student can write the reasons why he would engage in revolutionary activity. Organize a committee who will, in turn, organize this material into one master list. The class can then discuss it to make final revisions and keep it for comparison with later findings. 4. Pose a situation, listing increasing levels of repression. Ask students to state at what level of repression they would begin to engage in revolutionary activity and why. For example, a school situation: First level - No restrictions on students. ..... Fourth Level - Students may leave room only with teacher's permission, unless an emergency. ..... Seventh level - Students may leave room only with teacher's permission, regardless of reason. ..... Tenth level - Students may never leave room. Ask students "At what point would you foment a revolution to overthrow the school administration? Students should explain why they chose Level Six rather than Five, etc. Begin to generalize about why large numbers of people would revolt.
	Given additional data the students will distinguish between the surface and underlying cause of a revolution.	1. The students should read excerpts from the works of those who philosophically defend revolutions: a. Locke, John, "Of Civil Government," 32 Problems in World History. b. Marx, Karl, The Communist Manifesto (for condensed version,

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		see The Human Adventure, p. 8) c. "The Declaration of Independence" d. Lenin, V.I., "What Is To Be Done" or "The State and Revolutio (See Communism In Theory And Practice) e. "Quotations from Chairman Mao," Tradition and Change in Four Societies (ed., Fenton) f. "Declaration of the Rights of Man and the Citizen," The Shaping of Western Society (ed., Fenton). Class discussion questions to follow activity #1 (1) What do all these works have in common? How do they differ? (2) Which statements have the strongest appeal to you? Who would be influenced by the statements which did not have a strong appeal to you? (3) Based on your answers to questions 1 and 2, do you think it is possible for two self-defined revolutionaries to be philosophically opposed to one another? (4) Lenin said: "Without a revolutionary theory there is no revolutionary movement." What did he mean? Do you agree? 2. Based on the previous discussion, selected students could begin a project on revolutionary literature. This could be done in conjunction with English or U.S. History quin courses. Some suggested sources for this project are: a. Fenton (ed.), A New History of the United States. b. Kownslar and Frizzle, Discovering American History. c. Oratory of the American Revolution, (a tape) 3. Certain students may also wish to investigate the anti-revolutionary philosophy of certain writers and compare their views with the pre-revolution philosophers. Some suggested sources: a. Thomas Hobbes, Leviathan. b. Jean Jacques Rousseau - "The Social Contract". c. Excellent for slow readers is Jacques Bossuet's defense of

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		the divine right of kings in "The Divine Right of Kings vs. the Natural Rights of the People," Topic 3, World History: The Clash of Ideas (downtown Social Studies). (Also found on p. 152 of The Shaping of Western Society.)
		4. At this point, the teacher should present certain well-known theories about the causes and symptoms of revolution. The students should list the basic components of these theories and specify the basic assumptions made by the authors of these theories. Recommended theories follow: a. Students can reread the Communist Manifesto and list the causes and symptoms of revolution as stated therein. They should also be able to identify the concept of dialectical materialism as the basis of Marx's world view (see diagram Appendix B) b. Using the lecture method, pinpoint the causes and symptoms related in Chalmers Johnson's social system theory. See teacher text Revolutionary Change and Appendix C.
		5. Ask students the following (or similar) sequence of questions to arrive at the objective: a. Do you see any difference between your earlier suggestions about the causes of a revolution and the information we have considered in class? b. Could we use the words "surface" and "underlying" to differentiate between the different types of causes bein discussed? Basically, how can we distinguish between these two types of causes? c. Which occurs first - surface or underlying? Which is harder to detect? Which is easier for outsiders to see? Which is more important for our study?
	The students will apply theories about the causes of revolution to the events preceding the Russian Revolution and begin to construct their own theories of causation.	1. Note to the teacher: The Russian Revolution is suggested because of the availablilty of much resource material concerning this subject. However, the teacher may substitute another revolution if sufficient materials permit the class to follow the basic format.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. The class should view a few of the films and filmstrips listed below. Then, they should list the obvious "surface" causes for this revolution. a. Film - Nightmare in Red, pt. 1 b. Film - Who Goes There, pt.1 c. Filmstrip - The Rise of Communism, pt.1 d. Filmstrip - The Soviet Union Today, pt. 1 e. Also, read from history chapter in any AVC text. 3. Ask the students if they detected evidence in the films to support any of the theories given above. Their ideas at this point, though tentative, should be listed in their notes for later discussion. 4. The class should conduct an in-depth investigation of the conditions and trends of pre-revolutionary Russia. This work could be divided among groups, who would report their findings to the whole class. The teacher should prepare handouts dealing with pre-revolutionary Russia from the following books: a. The USSR and Communism: Source Readins and Interpretation b. The Human Adventure: Readings in World History c. Russia: Selected Readings d. 32 Problems in World History e. Excerpts from Dr. Zhivago, Anna Karenina, Nicholas and Alexandria f. Concurrent assignments for the less able student: (1) Look up pertinent facts on Rasputin and relate why the "Monk" had such influence on the royal family. (2) Related to #1, a joint report could present facts about Hemophilia. (Nicholas and Alexandria is a very good book for this, but it is quite long.) (3) Read to class, "I Killed Rasputin," Reader's Digest. (4) Assign an oral report on the wealth of the czars. The student can use as a source and an A-V aid, section 1 of the Life series on the Russian Revolution (1967)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Based on activity #4, the class should list the underlying causes of the Russian Revolution. Ask the students which causal theories are best supported by their investigations. Or the teacher can begin the discussion by asking, "Is Marx's theory supported by what happened in Russia?" etc. 6. The students notes should be checked at this point because subsequent units require that each student possess the various hypotheses and conclusions reached by the class.
	The students will analyze revolutions and generalize from all data about the causes of revolutions.	1. The students should list all revolutions (successful and unsuccessful) that fit their definitions of revolution. The list could include the following: French, American, English (1600's), Cuban, Bolivian. Mexican, Chinese, Algerian, Nigerian, and (perhaps) the Irish. This assignment can be done individually or in groups. The students will select a revolution for investigation and proceed according to the following outline: a. Reread theories concerning causes of revolutions and tentative conclusions reached about the causes of the Russian Revolution. b. Gather information about the pre-revolutionary conditions and trends in the nation selected for study. c. Write conclusions which should include: (1) Evidence to support any (or all) of the theories. (2) Any new theories suggested by the evidence. (3) Comparison to class conclusions on the causes of the Russian Revolution. If the causes are different, the student should suggest reasons why. d. Culminating discussion by entire class: (1) Ask students which theory had the strongest support. Each group (or individual) should contribute the results of its investigation. If all the theories (or at least more than one) are supported by the evidence, the class should begin to synthesize the various theories into a workable causal theory (listing primary and secondary causes, isolating variables).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(2) Any new theories suggested by the evidence should be included in the previous activity. (3) Review the Russian Revolution and ask if this activity has provided further insight into its causes. (4) The students should compare their knowledge of the causes of revolutions with their ideas stated at the beginning of this unit. (5) Notes should be taken and checked. e. Students should retain information about sources for use in activities listed under Goal 4.

GOAL 3: IDENTIFY REVOLUTIONARY ACTIVITY IN A GIVEN COUNTRY AND PREDICT THE OUTCOME.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE FUTURE OF REVOLUTION	The students will identify revolutionary activity in a given country.	1. Ask the students if there is a particular country they would like to consider for this unit. If no preferences are expressed, they might consider the USA. This would be a "natural" because of the availability of materials and the opportunity to utilize current events. 2. Ask the students to review the evidence they possess and suggest reasons why the nation under discussion is potentially revolutionary. 3. Either individually or in groups, the students should apply their theories and conclusions to the country (or countries) being studied. If investigating the U.S., the students could: a. collect newspaper and magazine articles to support or refute this premise b. collect the revolutionary literature currently being distributed and analyze its impact c. investigate revolutionary organizations and individuals to determine whether they pose a real threat to our political system d. examine U.S. history texts to determine the contrast, if any, between the present and past periods when the nation has experienced internal difficulties e. compare conditions in the U.S. with the pre-revolutionary conditions in the countries they have studied. f. trace the post-war changes in any area of our national life (for example, civil rights, college dorm and visitation regulations, censorship, welfare regulations) and defend reasons for labeling these changes "revolutionary" or "evolutionary."
	The students will predict the outcome of the above-mentioned activity.	1. The students should pool their findings from the previous activities. Suggested question sequence: a. How many of you feel that the U.S. is potentially revolutionary? Defend your answers using the theories studied by the class. Do you need to qualify or change these theories to make them apply to the United States?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. How many of you feel that the U.S. does not presently exhibit the symptoms of a revolutionary society? Defend your point of view by showing that the causal theories we have studied cannot be successfully applied to the U.S. scene. c. Can it be said that all societies contain the seeds of revolution? If so, then at what point can we say that a society is in real danger of collapse? Based on your studies, is the United States close to this point? Defend your answer. d. Can a society indefinitely prevent a revolution when many sypmtoms are present? How? Can a society correct basic problems in order to avoid a revolution? How? (Recall Goal 1's activities for this answer.) Is the United States doing any of these things? e. Would you like to see a revolution in this nation? Why? (Note answers for discussion at the end of the next unit.) 2. Role-playing: a. Ask the students to list certain people and/or organizations that they think would most and least like to see a revolution in this country. A selected number of students should assume the roles of these people or become spokesmen for these organizations. (Students can reverse roles to appreciate the opposition's viewpoint.) b. After the role-playing exercise, ask the following questions: (1) Do these people or organizations have good reasons for their positions? Do these reasons justify promoting revolution? retaining the status quo? (2) Do the revolutionary types represent a trend or an isolated problem? Do the status quo types represent the future of the nation of a dying way of life? Are there "middle" groups who want peaceful change? Who are they? Are they more influential than the above two types?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Debate: The United States should be torn down and rebuilt <u>or</u> The United States is not revolutionary, but successfully evolutionary. 4. Culminating exercise. The students should make a hypothesis - The United States (or a nation of their choice) is (or is not) potentially revolutionary - and defend their hypotheses by applying the theories already studied.

GOAL 4: USING SELECTED EXAMPLES, EXAMINE THE RESOLUTION AND AFTERMATH OF REVOLUTIONS, AND PROPOSE REASONS WHY THE GOALS OF THE REVOLUTION WERE MET OR NOT MET.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
REVOLUTION - THEN WHAT?	Using selected examples, the students will examine the resolution of revolutionary activity.	1. At this point, the teacher and students should undertake a parallel study, the teacher returning to the resolution of the Russian Revolution and the students (individuals or groups) returning to the resolution phase in the particular countries they have already studied. a. Teacher organized activities: (1) Show any of the following not already shown to the class: (a) Nightmare in Red, pt. 1 (b) Who Goes There, pt. 1 (c) The Rise of Communism, pt. 1 (2) Using any AVC text, assign the section describing the events of 1917. (3) Prepare handouts on the general events of 1917: (a) A moderately easy set of readings entitled "The End of the Tsars" is found in Russia: Selected Readings, p. 169. (b) For the better reader I suggest "The February Revolution of 1917," p. 106, and "The Russian Revolution: Some Neglected Aspects," p. 146, in The USSR and Communism. (c) "On the Eve of the Russian Revolution" by A. Kerensky and "The March Revolution" by L. Trotsky, p. 123, in The Human Adventure. (4) A few students can be assigned the following portions of The True Believer (or they can be distrubuted as handouts) for use in analyzing the revolutions studied: (a) Chapters 15-17 on the "men of words," "fanatics" and the "men of action." And part 2 on the "masses" and general characteristics. (b) Chapter 18 for a discussion of the characteristics of the "active phase." (5) A special assi nment for those interested in literature: The True Believer offers an interesting theory about literature in the "active phase" (see footnotes 2,4, and 5, Chapter 18)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(6) Assign readings about Lenin's role in the revolution. (a) "Lenin as the Architect of the Russian Revolution," 32 Problems in World History. (b) "What is to be Done," Communism in Theory and Practice. (c) "Leninism," Russia: Selected Readings. (d) "Nikolai Lenin, Organizer of Revolution," The USSR and Communism. (7) Culminating discussion (or quiz) questions: (a) Restate the reasons for the February 1917 revolution. (b) Describe the events and conditions prevailing between February and October 1917 and determine the reasons for the weakness of the Provisional Democratic government. (c) Determine the reasons for the success of the Bolshevik revolution. (d) Why did the revolution "change hands?"
	The students should begin to propose reasons for the change in direction of a revolution.	b. Parallel student activities: (1) The students should gather material about the resolution of the revolutionary activity in their assigned country. Library work should not exceed one period because the students should have retained the information about necessary sources. (2) In groups or in class discussion, the students shoul share their answers to the following question: (a) How did the revolution actually begin? (b) How was it ultimately resolved? (c) Did the revolution "change hands?" If so, why? If not, why? (d) If the revolution changed hands, did it follow the Russian example? (e) Generalize reasons for the loss of control (of the revolution) from one group to another. (Teacher: see Appendix F for suggestions in organizing class conclusions for this group of questions.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(f) Based on the conclusions we have drawn, what are the most important questions to be considered by potential revolutionaries? (g) How many of you who wished to see a revolution in the United States have considered these questions? (3) Suggested special report: Guerilla Warfare and modern revolutions. (see Miami Herald 6-7-71 p. 1A)
	The students will examine the aftermath of selected revolutions.	1. This section should also be done as a parallel study with students continuing to use their assigned countries. 2. Classroom work on the aftermath of the Russian Revolution. a. Begin with the Civil War (1918-1921) and War on Communism. (1) Assign this topic as an oral report. (2) Prepare handouts: (a) "Lenin Rules in the Kremlin," p. 130, in The Human Adventure. (b) "Mrs. Ivanov's Nightmare," p. 153, in The USSR and Communism. b. Present materials illustrating all aspects of Soviet life since the revolution. For example: (1) Prepare handouts from the assorted readings in: (a) Communism in Theory and Practice (b) The Human Adventure (c) Russia: Selected Readings (d) The USSR and Communism (e) Soviet Society (2) Show films: (a) Lenin and Trotsky (b) Stalin (c) The Rise of Khrushchev, pts. 1 and 2 (d) Soviet Russia: From Revolution to Empire (e) Screen News Digest , Vol. 10, Is. 4 (3) Show filmstrips: (a) The Soviet Union Today pts. 1 and 2 (b) Nations of Today - The Soviet Union Today, 8 parts.

GOAL 5: WILL CRITICALLY DISCUSS "REVOLUTION AS A PROBLEM-SOLVING TECHNIQUE."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
REVOLUTION- WILL IT SOLVE THE PROBLEM?	The students will critically discuss "revolution as a problem-solving technique."	1. This goal should have been pursued throughout the course. This section is included primarily as a summarizing exercise. 2. Suggested sequence of questions for discussion or essay: a. Which revolutions we have studied were "worth it?" Why? b. If a revolution was not "worth it," then how could that society's problems have been solved other than by revolution? Or how should the character of the revolution have been changed? Is it possible to always be able to control revolutionary activity? c. Is revolution a "sure cure" for the ills of a society? What other problem-solving techniques would you suggest? 3. Have the students play the simulation game on revolution (see C under "Alternate student and class materials") to determine the alternative courses of action open to the participants. 4. Ask students if they think it is possible to accomplish a "quiet revolution" (see The Greening of America under teacher content resources) based on: a. Increasingly youth-oriented values in the U.S. b. Youth "politics" in the U.S. and other nations. c. Increasing number of people under the age of 25. d. The lowering of the voting age in the U.S. 5. Debate: College students should be permitted to register in the precinct where they attend school rather than in their home precincts. (If properly researched, this could be a bombshell!)

MATERIALS:

1. Recommended basic textual and other materials: None

2. Alternate student and class material:

A. Textual: A class set of any AVC text.

B. Audio-Visual.

(1) Films

(a) English History: Absolutism and Civil War----------1-05180
(b) English History: 19th Century Reforms----------1-12565
(c) English History: Restoration and the Glorious Revolution----------1-05181
(d) Lenin and Trotsky----------1-31465
(e) Nightmare in Red, pts. 1 and 2----------1-31062 and 1-31063
(f) The Rise of Khrushchev, pts. 1 and 2----------1-31499 and 1-31501
* (g) SND, Vol. 5, Is. 9----------1-12690
(h) SND, Vol. 6, Is. 5----------1-12696
(i) SND, Vol. 7, Is. 4----------1-12708
(j) SND, Vol. 10, Is. 4----------1-13235
(k) Soviet Russia: From Revolution to Empire----------1-13326
(l) Stalin, Josef----------1-31574
(m) Who Goes There, pts. 1 and 2----------1-31471 and 1-31473

*SND=Screen News Digest

(2) Filmstrips

(a) Nations of Today - Soviet Union Today, Filmstrip House, Inc., New York, 947.
(b) The Rise of Communism; 335.4, Guidance Associates, Pleasantville, New York.
(c) The Soviet Union Today, pts. 1 and 2, 947.085, Guidance Associates, Pleasantville, New York.

(3) Miscellaneous

(a) Tape - The Oratory of the American Revolution----------1-00137
(b) Acetates - "Major Supreme Court Decisions"

C. Other

(1) A simulation game on revolution (based on the English Civil War) available from Abt. Associates, Inc., 55 Wheeler St., Cambridge, Mass. 02138

D. Supplemental pupil resources:

(1) For students doing research on revolutionary literature:

(a) Fenton, Edwin, ed., A New History of the United States. New York: Holt, Rinehart, and Winston, Inc., 1969.
(b) Kownslar, Allan O. and Frizzle, Donald B., Discovering American History. New York: Holt, Rinehart, and Winston, Inc., 1967.

(2) For students doing research on the American Revolution:

(a) American history texts.
(b) AEP, Public Issues Series, The American Revolution. Columbus, Ohio: American Education Publications, 1967.

(3) For students doing research on China:

(a) AEP, Public Issues Series, Communist China. Columbus, Ohio: American Education Publications, 1968.
(b) Fenton, Edwin, ed., Tradition and Change in Four Societies. New York: Holt, Rinehart, and Winston, Inc., 1968.
(c) Quotations from Chairman Mao Tse-Tung. Peking: Foreign Languages Press, 1966.

(4) For students doing research on Cuba:

(a) AEP, Public Issues Series, Revolution and World Politics. Columbus, Ohio: American Education Publications, 1970.

(5) Class aids:

(a) Life Magazine - a four part series on the 50th anniversary of the Russian Revolution, (1967).
(b) If it is convenient, I would suggest making a film catalog and departmental A-V aids available to the students for use in their research.
(c) A number of Problems in European Civilization (general editors, Ralph W. Greenlaw & Dwight E. Lee; Boston: D.C. Heath and Company) are pertinent to the English, French, and Russian Revolutions.

3. Teacher reference material:

A. Basic references:

(1) Brinton, Crane, The Anatomy of Revolution. New York: Vintage Books, 1938.
(2) Johnson, Chalmers, Revolutionary Change. Boston: Little, Brown and Company, 1966.

B. *(1) Eisen, Sydney and Filler, Maurice, The Human Adventure: Readings in World History. New York: Harcourt, Brace & World, Inc., 1964.
(2) Fenton, Edwin, ed., Comparative Political Systems. New York: Holt, Rinehart, and Winston, Inc., 1967.
(3) Fenton, Edwin, ed., The Shaping of Western Society. New York: Holt, Rinehart and Winston, Inc., 1968.
(4) Fenton, Edwin, ed., 32 Problems in World History. Chicago: Scott, Foresman and Co., 1964.
(5) Fenton, Edwin, ed., Tradition and Change in Four Societies. New York: Holt, Rinehart and Winston, Inc., 1968.
(6) Hoffman, Stanley et. al., In Search of France. Cambridge, Massachusetts: Harvard University Press, 1963.
(7) Josephson, Eric and Mary, ed., Man Alone. New York: Dell Publishing Co., Inc., 1962.
*(8) Kublin, Hyman, ed., Russia, Selected Readings. Boston: Houghton Mifflin Co., 1969.
(9) Mehlinger, Howard D., ed., Communism in Theory and Practice. San Francisco: Chandler Publishing Co., 1964.
(10) "The Men Who Tried to Kill Hitler," Look, December 15, 1964.
*(11) Rieber, Alfred J. and Nelson, Robert C., The USSR and Communism: Source Readings and Interpretations. Chicago: Scott, Foresman and Co., 1964.
(12) Sociological Resources for the Social Studies, Soviet Society. (experimental)
(13) Youssoupoff, Prince Felix, "I Killed Rasputin," Lost Splendor. G.P. Putnam's Sons, New York: 1954. Also available from Readers' Digest.

* Priority sources

C. Content resources.

"Are We in the Middle of the Second American Revolution?" (symposium), New York Times Magazine. May 17, 1970, p. 26-7.

Cruse, Harold, Rebellion or Revolution. San Diego, California: Morrow Publishers, 1968.

Ehrmann, J., Literature and Revolution. Boston: Beacon Press.

Leiden, C., and Schmitt, K., Politics of Violence: Revolution in the Modern World. New York: Prentice-Hall (spec.)

Moore, Barrington, Social Origins of Dictatorship and Democracy. Boston: Beacon Press, 1966.

Reich, Charles A., The Greening of America. New York: Random House, 1970.

"Revolution: The Past and Future," Life. 67:100-12, October 10; 67:58-66, October 17, 1969.

Trotsky, L., Literature and Revolution. Ann Arbor, Michigan: U. of Michigan Press.

Wheeler, H., Politics of Revolution. Berkeley, California: Glendessary Press.

Winegarter, Renne, "Literary Revolutionism," Commentary. Vol. 49, No. 6, June 1970.

See reading list for Political Theory: Left and Right, 6448.08.

APPENDIX A

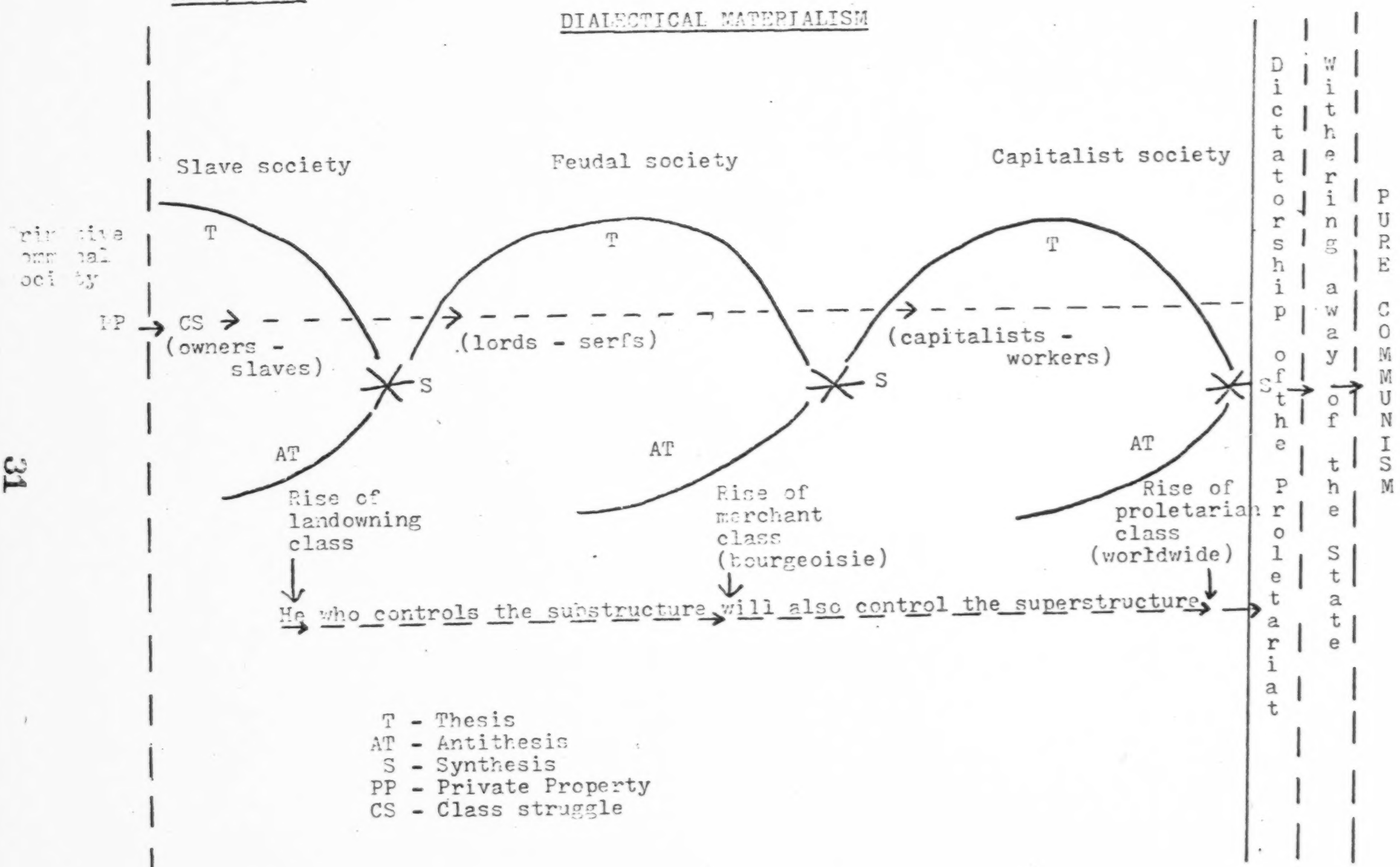
Notes to the Teacher:

1. Early in the course, the teacher should stress that lack of revolutionary activity, despite the appearance of all the right causative factors, does not doom this study to irrelevancy. Not all causes produce the predicted effect, even though the symptoms may have been properly diagnosed. The process of adjustment and accommodation must not be overlooked and should be given equal time with the more dramatic revolutionary outbursts. A revolution avoided is not necessarily a revolution quashed or "sold-out", but rather may reflect an assessment of the "high costs" - certainly a fact to be illustrated in this study.

2. There is no single grouping of causes for a revolution to be "discovered" by the class. The literature, dominated in the past by economic and political theorists, now stresses political sociology. Causes may vary greatly, based on a given, like time and place. All of this must be worked out by the class and judged on its internal logic. Hence, the class should spend some time building a base of knowledge from which it can operate. Note-taking, then, should be stressed, possibly graded, so that every student possesses the framework of investigation. Also, note-taking, which is usually associated with factual listings, must be re-taught to provide the student with an understandable method of organizing arguments, corollaries, possiblities, etc. This should be done at the beginning of the course.

APPENDIX B

DIALECTICAL MATERIALISM



T - Thesis
AT - Antithesis
S - Synthesis
PP - Private Property
CS - Class struggle

APPENDIX C

Some major causes and symptoms of revolution taken from Chalmers Johnson's Revolutionary Change.

1. A society whose values and realities exist in harmony is a society in equilibrium and, therefore, immune from revolution; conversely, the opposite situation creates a society in disequilibrium, thereby potentially revolutionary.

2. What creates disequilibrium?
   A. Exogenous value - changing sources (ie, missionaries, Peace Corps)
   B. Endogenous value - changing sources (ie, acceptance of new theories or creative innovations)
   C. Exogenous environment - changing sources (ie, imported technologies and skills)
   D. Endogenous environment - changing sources (ie, inventions)

3. If these changes are sudden or intense, the society will have difficulty returning to a state of equilibrium, hence the revolutionary situation.

4. Characteristics of the disequilibrated system:
   A. Most important - values no longer provide an acceptable symtolic definition and explanation of existance.
   B. Many persons feel personal "internal tension" and maladjustment.
   C. The tendency for the society to become polarized.
   D. Questioning of values increases receptivity to ideology.

APPENDIX D

Some major causes and symptoms of revolution taken from Crane Brinton's The Anatomy of Revolution:

1. The government, rather than the whole society, experiences serious financial difficulties.
2. Economic discontent:
   a. Of lesser importance - the economic misery of certain groups.
   b. Of greater importance - the existence among a group, or groups, that prevailing conditions hinder their economic activity.
3. The government is inefficient or incompetent - may be trying to make reforms, but this also being done in an inefficient or incompetent manner.
4. Desertion of the intellectuals.
5. The appearance of the revolutionary myth (folklore, symbols, or ideology) - the problems are shifted to a "good vs. evil" plane.
6. Class hatreds increasing because class barriers no longer regarded as natural, but rather as wicked.
7. The ruling class is divided, inept, and in shaky economic condition.
8. Strong social antagonisms stemming from a particular class attaining wealth without the corresponding social position or political power.

* This book is immensely readable and very helpful for all units of this course.

APPENDIX E

1. Recommended reading for both the teacher and students studying the French or American Revolutions: "Problem 18: A Comparison of the American and French Revolutions," 32 Problems in World History.

2. Some considerations for your conclusions:

   A. If those who begin the revolution do not visualize its scope or organize toward certain definite ends, the revolution may " change hands." For example, Russian, French, and Chinese.

   B. If those who revolt know what they want and are organized to pursue these goals to their logical conclusions, they will probably "retain" the revolution. For example, American, Cuban, and English.

   C. Unsuccessful revolutions should be dealt with here. Students should be able to state the reasons why the revolutionaries lost. Was the cause not just, or was the lack of success due to other factors? Special projects can be assigned to determine whether the people are better or worse off because of the thwarted revolution. Was there retribution or an awakening to much needed changes?